



# GUJARAT UNIVERSITY

***PROGRAM /COURSE STRUCTURE AND SYLLABUS  
as per the Choice Based Credit System (CBCS)  
designed in accordance with  
Learning Outcomes-Based Curriculum Framework  
(LOCF)  
of National Education Policy (NEP) 2020  
for Undergraduate Program in PSYCHOLOGY***

## **B.A. HONOURS IN PSYCHOLOGY PROGRAMME AS PER NEP 2020 (Effective from June-2023)**

website: [www.gujaratuniversity.ac.in](http://www.gujaratuniversity.ac.in)

## PREAMBLE

Any programme at a higher educational institution seeks to give its students a solid foundation for the growth of their character, which directly benefits a country's well-being. All the programmes offered by the Saurashtra University are envisioned in accordance with its "motto," which is to encourage young people to be devoted and steadfast in their search for the truth. The Learning Outcomes based Curriculum Framework (LOCF) strives to cultivate young minds for positive and fruitful character development by fostering their creative and humanistic abilities for both their individual improvement and the benefit of society as a whole. The university offers a learning outcome-based programme to give students the chance to find a way of thinking that will help them reach their full potential.

By making the courses flexible and giving students more options, the LOCF approach aims to provide targeted, outcome-based syllabi at the undergraduate level with an objective to arrange the teaching-learning experiences in a more student-centric way. The LOCF approach has been used to improve the relationship between teachers and students as they participate in programmes of their choice and discover their inner calling. The emphasis of undergraduate programs on "preparing minds" will result in people with strong intellectual faculties, interpersonal skills, courage to lead the world, and compassion and empathy for fellow human beings. So, the LOCF aspires to improve students' life skills, not just their employable abilities, in order to help them lead fulfilling personal and social life.

Each programme vividly elaborates its nature and promises the outcomes that are to be accomplished by studying the courses. The programmes also state the attributes that they offer to inculcate at the graduation level. A feeling of social justice and harmony are intertwined with ideals pertaining to students' well-being, emotional stability, critical thinking, etc. at the graduation level. In short, each programme equips students with the skills they need for employment, sustainability, and lifelong study.

The Saurashtra University hopes that the LOCF approach of the B.A-Psychology (Hons.) programme will motivate students to transit from being passive knowledge-seekers to becoming active and aware knowledge-creators.

## **PROGRAMME OUTCOMES (PO)B.A. HONOURS IN PSYCHOLOGY:**

- PO 1 Critical Thinking: Take informed actions after identifying the assumptions that frame our thinking and actions, checking out the degree to which these assumptions are accurate and valid, and looking at our ideas and decisions (intellectual, organizational, and personal) from different perspectives.
- PO 2 Effective Communication: Speak, read, write and listen clearly in person and through electronic media in English and in one Indian language, and make meaning of the world by connecting people, ideas, books, media and technology.
- PO 3 Social Interaction: Elicit views of others, mediate disagreements and help reach conclusions in group settings.
- PO 4 Effective Citizenship: Demonstrate empathetic social concern and equity centred national development, and the ability to act with an informed awareness of issues and participate in civic life through volunteering.
- PO 5 Ethics: Recognize different value systems including your own, understand the moral dimensions of your decisions, and accept responsibility for them.
- PO 6 Environment and Sustainability: Understand the issues of environmental contexts and sustainable development.
- PO 7 Self-directed and Life-long Learning: Acquire the ability to engage in independent and life-long learning in the broadest context socio-technological changes.

## **PROGRAM SPECIFIC OUTCOMES (PSO)B.A. HONOURS IN PSYCHOLOGY:**

The Program Specific outcomes that a student should be able to demonstrate on completion of a degree level programme are as follows:

- PSO 1 Knowledge about the psychology discipline.
- PSO 2 Knowledge of basic concepts of Psychology: To impart knowledge and understanding of the basic concepts, systems, theories of psychology and psychopathology.
- PSO 3 Ability to connect theory with personal experiences and varied applied settings.
- PSO 4 Understand how psychology can be applied to solve problems facing humankind.
- PSO 5 Understanding varied socio-cultural contexts, and being mindful of indigenous traditions.
- PSO 6 Basic professional skills pertaining to psychological testing, assessment and

counselling.

- PSO 7 Ability to use skills in specific areas related to chosen specialization (e.g. cognitive, industrial-organizational, clinical, counselling, health, educational, social, community).
- PSO 8 Tolerating ambiguities and appreciating the limitations of the discipline, and critically analyzing conflicting theories and approaches.
- PSO 9 Creating awareness about various social, psychological and cultural issues.
- PSO10 Commitment to health and wellbeing at different levels (e.g. individual, organization, community, society).
- PSO 11 Developing skills of communication, negotiation, team work, effective presentation, etc.
- PSO 12 Appreciating and tolerating diversity.
- PSO 13 Developing positive attributes such as empathy, compassion, optimism, social participation, and accountability.
- PSO 14 Self-development and personal growth.
- PSO 15 Practical application Skills: An ability to apply the theoretical principles of Psychology demonstrating an understanding of behavior, thoughts, and feelings of the individual and the individual in group settings
- PSO 16 Assessment skills: Basic professional skills pertaining to psychological testing, assessment and counselling.
- PSO 17 Multicultural competence: To recognize, understand, and respect the complexity of multiculturalism in the practice and application of counseling and psychotherapy.

**GUJARAT UNIVERSITY - AHMEDABAD**  
**NEP 2020**  
**CREDIT FRAMWORK FOR UNDERGRADUATE**  
**PROGRAMME**  
**FACULTY: BACHELOR OF ARTS**  
**APPLIED: JUNE 2023**

# COURSE STRUCTURE OF

## B.A. Honours in Psychology Programme

### B. A. Honours Psychology (Major/Minor) Semester I & II (Certificate in Psychology)

Semester – I								
Sr. No	Course Category	Course Title	Course Credits			Exam Marks		
			Theory	Practical	Total	IM	EM	Total
1	Major Course DSC-1 DSC-C PSY 111	Basic Psychological Process-I	4	0	4	50	50	100
2	Major Course DSC-2 DSC-C PSY 112	Developmental Psychology-I	4	0	4	50	50	100
3	Minor Course (Elective) DSC-M-1 DSC-M PSY 113	Introduction to Psychology-I	4	0	4	50	50	100

Semester – II								
Sr. No	Course Category	Course Title	Course Credits			Exam Marks		
			Theory	Practical	Total	IM	EM	Total
1	Major Course DSC-C-3 DSC-C PSY 121	Basic Psychological Process-II	4	0	4	50	50	100
2	Major Course DSC-C-4 DSC-C PSY 122	Developmental Psychology-II	4	0	4	50	50	100
3	Minor Course(Elective) DSC-M-2 DSC-M PSY 123	Introduction to Psychology-II	4	0	4	50	50	100

**B. A. (Hon.) Psychology, Semester-I, New Course-Titles For  
Regular and External Students  
With Effective From: June – 2023**

<b>B. A. (Hon.) Psychology Semester – I</b>								
<b>Sr. No</b>	<b>Course Category</b>	<b>Course Title</b>	<b>Course Credits</b>			<b>Exam Marks</b>		
			<b>Theory</b>	<b>Practical</b>	<b>Total</b>	<b>IM</b>	<b>EM</b>	<b>Total</b>
<b>1</b>	<b>Major Course DSC-C-1 DSC-C PSY 111</b>	<b>Basic Psychological Process-I</b>	<b>4</b>	<b>0</b>	<b>4</b>	<b>50</b>	<b>50</b>	<b>100</b>
<b>2</b>	<b>Major Course DSC-C-2 DSC-C PSY 112</b>	<b>Developmental Psychology-I</b>	<b>4</b>	<b>0</b>	<b>4</b>	<b>50</b>	<b>50</b>	<b>100</b>
<b>3</b>	<b>Minor Course (Elective) DSC-M-1 DSC-M PSY 113</b>	<b>Introduction to Psychology-I</b>	<b>4</b>	<b>0</b>	<b>4</b>	<b>50</b>	<b>50</b>	<b>100</b>

## BA (Hon.) Psychology Semester-I

<b>Programme/Class: Certificate</b>	<b>Year : First</b>	<b>Semester : First</b>
<b>Subject : Psychology</b>		
<b>Course Code : DSC-C PSY 111</b>	<b>Course Title : Basic Psychological Process-I</b>	
<b>Course Credit : 4</b>	<b>Course Type : MAJOR-1</b>	
<b>Teaching Hours : 60 (Hours)</b>	<b>Total Marks : 100 (50+50)</b>	
<b>Teaching Methodology : Lecture &amp; Demonstration</b>		

1. Course Outcomes દરેક વિષયની શરૂઆતમાં દર્શાવેલ છે ?હા
2. Employability/Entrepreneurship/Skill Development પર કેન્દ્રિત થયેલ છે કે નહિ ?હા
3. Value added Courses Imparting Transferable and Life Skillsના ગુણો ધરાવે છે ?હા
4. Major ☒ Minor ☐ Skill Enhancement Courses ☐  
Ability Enhancement Courses ☐ Value Added Courses ☐ Exit/ Vocational Courses ☐
5. Holistic Education ☒ Multidisciplinary ☐ Interdisciplinary ☐
6. દિવ્યાંગ માટે વિષય અંતર્ગત આનુસાંગિક જોગવાઈ કરાયેલ છે ?ના
7. New India Literacy Programme (NILP) મુજબનો વિષય છે ?ના
8. Swayam પ્લેટ ફોર્મ પરના MOOC વિષય પર આધારિત આ વિષય છે ?ના
9. ઈન્ડિયન નોલેજ સીસ્ટમ( IKS )પર આધારિત વિષય છે ? હા

### ● COURSE OBJECTIVES :

The objectives of this course are:

- To introduce students to the basic concepts of the field of psychology with an emphasis on applications of psychology in everyday life.
- To understand the fundamental processes underlying human behaviour such as processes underlying Motivation, Emotion, sensation, perception and Attention.
- To understand the dynamics of Motivation, Emotions, Perception and Attention.
- To apply the principles of psychology in day-to-day life for a better understanding of themselves and others.
- To apply the principles of psychology in day-to-day life for a better understanding of themselves and others.

### ● COURSE OUTCOMES :

This paper will provide students with an introduction to the key concepts and theories in psychology

1. Describe the evolution of psychology and gain basic knowledge about Psychology



2. Identify the various approaches, fields, and subfields of psychology along with their major concepts and important figures
3. Describe the value of psychology and possible careers paths for those who study psychology
4. Critically evaluate and identify determinants of motivation
5. Evaluate and understand the different human emotions
6. Describe the Attention and determinants of Attention
7. Differentiate between sensation and perception
8. Explain the process of Perception
9. Students will understand the fundamental mental processes which are base for behaviour.

#### Details of Modules

Modules	Content/ Topic	Weightage and Teaching Hours
<b>Unit: 1</b>	<p align="center"><b>PSYCHOLOGY AS A SCIENCE – INTRODUCTION-</b> મનોવિજ્ઞાન એક વિજ્ઞાન – પરિચય</p> <p>1. Definition of Psychology – મનોવિજ્ઞાનની વ્યાખ્યા</p> <ul style="list-style-type: none"> <li>* Old definition of Psychology – મનોવિજ્ઞાનની જૂની વ્યાખ્યા</li> <li>* New and Working Definition of Psychology- મનોવિજ્ઞાનની નવી અને કાર્યાત્મક વ્યાખ્યા</li> </ul> <p>2. Psychology as a Behavioral Science – મનોવિજ્ઞાન એક વિજ્ઞાન તરીકે</p> <p>3. Goals of Psychology – મનોવિજ્ઞાનના ધ્યેયો</p> <ul style="list-style-type: none"> <li>* Description – વર્ણન</li> <li>* Understanding and Explanation – સમજ અને સ્પષ્ટીકરણ</li> <li>* Prediction – ભવિષ્યકથન</li> <li>* Control – નિયંત્રણ</li> <li>* Application – ઉપયોગ</li> </ul> <p>4. The Subfields of Psychology – મનોવિજ્ઞાનની પેટાશાખાઓ</p>	<p align="center"><b>25%</b> <b>15 Hours</b></p>

	<p>*Clinical Psychology- ચિકિત્સા મનોવિજ્ઞાન</p> <p>*Counseling Psychology – સલાહ મનોવિજ્ઞાન</p> <p>*School and Educational Psychology – શાળા અને શૈક્ષણિક મનોવિજ્ઞાન</p> <p>*Personality and Social Psychology – વ્યક્તિત્વ અને સમાજલક્ષી મનોવિજ્ઞાન</p> <p>*Developmental Psychology – વિકાસાત્મક મનોવિજ્ઞાન</p> <p>*Psychometric Psychology – મનોમાપનનું મનોવિજ્ઞાન</p> <p>*Industrial and Organizational Psychology – ઔદ્યોગિક અને સંગઠનનું મનોવિજ્ઞાન</p> <p>*Experimental Psychology – પ્રાયોગિક મનોવિજ્ઞાન</p> <p>*Physiological Psychology-શરીરલક્ષી મનોવિજ્ઞાન</p> <p>*Cognitive Psychology-બોધાત્મક મનોવિજ્ઞાન</p> <p>*Personality Psychology-વ્યક્તિત્વ મનોવિજ્ઞાન</p> <p>*Environmental Psychology- પર્યાવરણીય મનોવિજ્ઞાન</p> <p>*Sports Psychology-રમત મનોવિજ્ઞાન</p> <p>*Military Psychology-સૈન્ય મનોવિજ્ઞાન</p> <p>*Political Psychology-રાજનૈતિક મનોવિજ્ઞાન</p> <p>5. Applicability of Psychology મનોવિજ્ઞાનની પ્રયોજ્યતા કે ઉપયોગીતા</p> <p>6. Indigenous Indian Approaches of Psychology મનોવિજ્ઞાનના સ્વદેશી ભારતીય અભિગમો</p> <p>*Approach of Psychology in Shrimadbhagawat Geeta- શ્રીમદ્ભગવત ગીતામાં મનોવિજ્ઞાનના અભિગમ</p> <p>* Approach of Psychology in Sankhya Darshan સાંખ્ય દર્શનમાં મનોવિજ્ઞાનના અભિગમ</p> <p>*Approach of Psychology in Buddhism બૌદ્ધવાદમાં મનોવિજ્ઞાનના અભિગમ</p> <p>7. The Methods of Psychology –</p>	
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	<p>મનોવિજ્ઞાનની પદ્ધતિઓ</p> <ul style="list-style-type: none"> <li>* Natural and Systematic Observation – કુદરતી અને વ્યવસ્થિત નિરીક્ષણ</li> <li>* Clinical Methods – ચિકિત્સા પદ્ધતિઓ</li> <li>* Survey Method – સર્વે (સર્વેક્ષણ) પદ્ધતિ</li> <li>* Experimental Method – પ્રાયોગિક પદ્ધતિ</li> <li>* Interview Method-મુલાકાત પદ્ધતિ</li> <li>* Questionnaire Method-પ્રશ્નાવલી પદ્ધતિ</li> </ul>	
<b>Unit: 2</b>	<p><b>MOTIVATION - પ્રેરણા</b></p> <ol style="list-style-type: none"> <li>1. Definition and Nature of Motivation (Motivational Cycles) – પ્રેરણાની વ્યાખ્યા અને સ્વરૂપ (પ્રેરણા ચક્ર)</li> <li>2. Measurement of Motivation – પ્રેરણાનું માપન</li> <li>3. Primary Motives – પ્રાથમિક પ્રેરણાઓ <ul style="list-style-type: none"> <li>(i) Hunger and Thirst – ભૂખ અને તરસ</li> <li>(ii) Sex and Maternal Drive – જાતીય અને માતૃત્વની પ્રેરણા</li> </ul> </li> <li>4. Social Motives – સામાજિક પ્રેરણાઓ <ul style="list-style-type: none"> <li>(i) Affection and Affiliation – સ્નેહ અને સંપર્કની પ્રેરણા</li> <li>(ii) Social approval and Esteem – સામાજિક સ્વીકાર અને આત્મગૌરવની પ્રેરણા</li> <li>(iii) Achievement Motivation – સિધ્ધિની પ્રેરણા</li> </ul> </li> </ol>	<p><b>25%</b> <b>15 Hours</b></p>
<b>Unit: 3</b>	<p><b>EMOTION - આવેગ</b></p> <ol style="list-style-type: none"> <li>1. Definition and Nature of Emotion – આવેગની વ્યાખ્યા અને સ્વરૂપ</li> <li>2. Psychological changes during Emotion – આવેગ દરમિયાનના શારીરિક ફેરફારો</li> <li>3. Measurement of Automatic changes –</li> </ol>	<p><b>25%</b> <b>15 Hours</b></p>

	<p>સ્વયં સંચાલિત ફેરફારોનું માપન</p> <p>4. Expression of Emotion – આવેગની અભિવ્યક્તિ</p> <p>5. Dimensions of Emotion-આવેગના પરિમાણો</p> <p>6. Emotional Development-આવેગાત્મક વિકાસ</p> <p>7. Control of Emotion-આવેગનું નિયંત્રણ</p>	
<b>Unit: 4</b>	<p><b>ATTENTION AND PERCEPTION</b></p> <p><b>ધ્યાન અને પ્રત્યક્ષીકરણ</b></p> <p>1. Definition and Nature of Attention – ધ્યાનની વ્યાખ્યા અને સ્વરૂપ</p> <p>2. Determinants of Attention – ધ્યાનના નિર્ધારકો</p> <ul style="list-style-type: none"> <li>* External or Objective Determinants of Attention – ધ્યાનના બાહ્ય અથવા વસ્તુલક્ષી નિર્ધારકો</li> <li>* Internal or Subjective Determinants of Attention – ધ્યાનના આંતરિક અથવા વ્યક્તિલક્ષી નિર્ધારકો</li> </ul> <p>3. Meaning or Definition of Perception – પ્રત્યક્ષીકરણનો અર્થ કે વ્યાખ્યા</p> <p>4. Object Perception – પદાર્થનું પ્રત્યક્ષીકરણ</p> <ul style="list-style-type: none"> <li>* Figure and Ground – આકૃતિ અને પશ્ચાદ ભૂમિકા</li> <li>* Grouping (Law of Perceptual Organisation) – પ્રત્યક્ષીકરણનાં સંગઠનના નિયમો</li> <li>* Closure – પૂર્તિ</li> </ul>	<p><b>25%</b></p> <p><b>15 Hours</b></p>

**Pedagogical Tools:**

- Classroom Lecture
- Seminar
- Hospital Visit
- Problem Solving
- Case Studies
- Tutorial
- Role Play
- Group Discussion
- Field Work

**Mode of Evaluation: Evaluation will be divided in two parts.**

**External:** Annual Examination will be conducted by the Gujarat University of 50 Marks (4 Descriptive Questions and 1 MCQ)

**Internal:** Following Tools for Evaluating performance of the students can be used. Total weightage for the Internal Examination 50 Marks.

- Assignment
- MCQ Test
- Presentation
- Attendance
- Seminar
- Symposium
- Poster Presentation
- Essay type Questions
- Classroom quizzes and exams
- Projects
- Questionnaires
- Interviews

**TEXT BOOKS & REFERENCES**

1. **Baron, R. & Misra, G.** (2013). Psychology. Pearson.
2. **Chadha, N.K. & Seth, S.** (2014). The Psychological Realm: An Introduction. Pinnacle Learning, New Delhi.
3. **Ciccarelli, S. K., & Meyer, G. E.** (2010). Psychology: South Asian Edition. New Delhi: Pearson Education.
4. **Passer, M.W. & Smith, R.E.** (2010). Psychology: The science of mind and behaviour. New Delhi: Tata McGraw-Hill.
5. Morgan, C. T., King, R. A., Weiss, J. R. and Schopler, J. (2012). (Latest Edition). Introduction to Psychology. Tata McGraw Hill Education Pvt. New Delhi.

**Video Reference:**

1. <https://youtu.be/2fbrl6WoIyo>
2. <https://www.youtube.com/watch?v=nrBSxKZUHcs>

**E Resources:**

<b>Books</b>	<a href="http://gg.gg/Introduction-to-Psychology_Book_1">http://gg.gg/Introduction-to-Psychology_Book_1</a> <a href="http://gg.gg/Introduction-to-Psychology_Book_2">http://gg.gg/Introduction-to-Psychology_Book_2</a> <a href="http://gg.gg/Introduction-to-Psychology_Book_3">http://gg.gg/Introduction-to-Psychology_Book_3</a> <a href="http://www.apa.org">http://www.apa.org</a>
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## BA (Hon.) Psychology Semester-I

<b>Programme/Class: Certificate</b>	<b>Year : First</b>	<b>Semester : First</b>
<b>Subject : Psychology</b>		
<b>Course Code : DSC-C PSY 112</b>	<b>Course Title : Developmental Psychology-I</b>	
<b>Course Credit : 4</b>	<b>Course Type : MAJOR-2</b>	
<b>Teaching Hours : 60 (Hours)</b>	<b>Total Marks : 100 (50+50)</b>	
<b>Teaching Methodology : Lecture &amp; Demonstration</b>		

1. Course Outcomes દરેક વિષયની શરૂઆતમાં દર્શાવેલ છે ? હા
2. Employability/Entrepreneurship/Skill Development પર કેન્દ્રિત થયેલ છે કે નહિ ? હા
3. Value added Courses Imparting Transferable and Life Skills ના ગુણો ધરાવે છે ? હા
4. Major ☒ Minor ☐ Skill Enhancement Courses ☐  
Ability Enhancement Courses ☐ Value Added Courses ☐ Exit/ Vocational Courses ☐
5. Holistic Education ☒ Multidisciplinary ☐ Interdisciplinary ☐
6. દિવ્યાંગ માટે વિષય અંતર્ગત આનુસાંગિક જોગવાઈ કરાયેલ છે ? ના
7. New India Literacy Programme (NILP) મુજબનો વિષય છે ? ના
8. Swayam પ્લેટફોર્મ પરના MOOC વિષય પર આધારિત આ વિષય છે ? ના
9. ઈન્ડિયન નોલેજ સીસ્ટમ( IKS ) પર આધારિત વિષય છે ? હા

### • Course Overview/ Course Description:

The core course of psychology named developmental psychology consist four unit, all unit are compact and suitable to understand further development of next core course. The unit no.1 to 4 are sets according to human development which covers life span of human being, up to unit 4 teacher will teach physical development of child. The teachers have total freedom to teach and explain thoroughly as herewith a book is mentioned but a teacher want to take another of his/her choice he/she can take and run through it.

### COURSE OBJECTIVES:

1. To acquaint students with the knowledge of human development and developmental processes along with theories.
2. To facilitate awareness of the methods of study to understand child development.
3. To provide students with an awareness about the various stages in physical, cognitive, emotional and social development in infancy and childhood.

### COURSE OUTCOMES:

1. In first part of developmental psychology student will come to understand basic concept of development and Growth.
2. Student will come to understand child development; what factors are effective in development of child.

3. Unit - 2 will introduce to Prenatal Development and complex blend of genetic and environmental influences that leads
4. parents and children to be both alike and different. student understand genetic code. Which cell create sex of child and how? How the baby is delivering normal way.
5. Unit-3 will cover the Characteristics of the infant stage and how the child develops in the infant stage as well as patterns of child development in infant stage.
6. Unit 4 will cover the overall Childhood development as well as patterns of child development in early childhood and late childhood.
7. Unit 5 will cover the overall developmental Disorders.

### Details of Modules

Modules	Content/ Topic	Weightage and Teaching Hours
<b>UNIT-1</b>	<p><b>Developmental Psychology- Introduction</b> વિકાસાત્મક મનોવિજ્ઞાન – પરિચય</p> <ol style="list-style-type: none"> <li>1. વિકાસાત્મક મનોવિજ્ઞાનનો અર્થ અને સ્વરૂપ. The Meaning and Nature of Developmental Psychology.</li> <li>2. વિકાસની વિવિધ અવસ્થાઓ Various Stages of Development</li> <li>3. વિકાસાત્મક મનોવિજ્ઞાનની પદ્ધતિઓ Method of Developmental Psychology <ul style="list-style-type: none"> <li>• ચરિત્રલેખન પદ્ધતિ-Biographical Method</li> <li>• નિરીક્ષણ પદ્ધતિ – Observation Method</li> <li>• પ્રશ્નાવલી પદ્ધતિ – Questionnaire Method</li> <li>• વ્યક્તિ ઇતિહાસ પદ્ધતિ-Case Study Method</li> <li>• પ્રયોગ પદ્ધતિ – Experimental Method</li> </ul> </li> <li>4. વિકાસાત્મક મનોવિજ્ઞાનનાં હેતુઓ અને વિકાસાત્મક મનોવિજ્ઞાનનું મહત્વ કે ઉપયોગીતા Objectives of Developmental Psychology and Importance or Utility of Developmental Psychology.</li> <li>5. વિકાસ અને વૃદ્ધિ વચ્ચેનો તફાવત Difference between Development and Growth</li> <li>6. વિકાસને અસર કરતાં પરિબલો Factors Affecting Development</li> </ol>	<p><b>25%</b> <b>15 Hours</b></p>
<b>UNIT-2</b>	<p><b>Prenatal Development - જન્મપૂર્વેનો વિકાસ</b></p> <ol style="list-style-type: none"> <li>1. ગર્ભ ધારણ – Fertilization</li> <li>2. જન્મ પૂર્વના વિકાસના તબક્કાઓ</li> </ol>	<p><b>25%</b> <b>15 Hours</b></p>

	<p>Stages of prenatal development</p> <p>3. જન્મપ્રક્રિયા - Birth Process</p> <p>4. વારસો અને વાતાવરણ Heredity and environment</p> <p>5. જન્મપૂર્વીય વિકાસને અસર કરનારા પરિબળો Factors affecting prenatal development</p> <p>6. જન્મપૂર્વે (ગર્ભાધારણ)નાં સમયગાળા સાથે સંબંધિત શારીરિક અને મનોવૈજ્ઞાનિક જોખમો Physical and Psychological hazards related to Pre-natal period</p> <p>7. ગર્ભ સંસ્કાર-Garbha sanskar</p>	
<b>UNIT-3</b>	<p><b>Infancy Development - શિશુ અવસ્થાનો વિકાસ</b></p> <p>1. શિશુ અવસ્થાના લક્ષણો Characteristic of Infancy</p> <p>2. શિશુ(નવજાત શિશુ)ઓની સંવેદનશીલતા સંબંધિત લાક્ષણિકતાઓ Characteristics of Infants(newborns) related to Sensitivities</p> <p>3. શિશુ અવસ્થાનો બોધાત્મક વિકાસ Cognitive development of infancy</p> <p>4. પિયાજેનો બોધાત્મક વિકાસનો સિદ્ધાંત Piaget's theory of cognitive development</p> <p>5. ખ્યાલ (સંકલ્પના) ઘડતર - Concept formation</p> <ul style="list-style-type: none"> <li>જીવન-મરણના ખ્યાલો - Concepts of life and death</li> <li>કારણ-કાર્યનો ખ્યાલ - Concept of Cause-Action</li> <li>સ્થળનો ખ્યાલ - Concept of location</li> <li>વજનનો ખ્યાલ - Concept of weight</li> <li>સંખ્યાસંબંધી ખ્યાલ - Number related concept</li> </ul> <p>6. શિશુ અવસ્થાના વિકાસકાર્યો Development tasks of infancy</p> <p>7. નવજાત શિશુના જન્મ અને નવજાત શિશુઓના સમાયોજનને લગતા મુખ્ય જોખમો main hazards related to the birth of neonates and adjustment of neonates</p> <p>- જોખમો - hazards</p> <p>i, શારીરિક જોખમો – Physical hazards</p>	<p><b>25%</b> <b>15 Hours</b></p>



	<p>ii, મનોવૈજ્ઞાનિક જોખમો – Psychological hazards</p> <p>- સમાયોજન - Adjustment</p> <p>i, પોષણ લેવા સંબંધિત સમાયોજન – Adjustment regarding nourishment</p> <p>ii, તાપમાન પરિવર્તન સંબંધિત સમાયોજન – Adjustment related to temperature changes</p> <p>iii, શ્વસન ક્રિયા સંબંધિત સમાયોજન – Adjustment related to respiration systems</p> <p>iv, મળમૂત્ર વિસર્જન સંબંધિત સમાયોજન – Adjustment related to eliminate wastes</p>	
<b>UNIT-4</b>	<p><b>Childhood development – બાલ્યાવસ્થાનોવિકાસ</b></p> <ol style="list-style-type: none"> <li>1. બાલ્યાવસ્થાની લાક્ષણિકતાઓ, જરૂરીયાતો અને સમસ્યાઓ Characteristics, Needs and Problems of Childhood</li> <li>2. બાલ્યાવસ્થાનો શારીરિકવિકાસ Physical development of childhood</li> <li>3. બાલ્યાવસ્થામાં કૌશલ્યોનો વિકાસ અને બાલ્યાવસ્થાનાં મહત્વપૂર્ણ કૌશલ્યો Motor development during Childhood and Motor skill of Childhood</li> <li>4. બાલ્યાવસ્થાનો બોધાત્મક અને ભાષાકીયવિકાસ Cognitive and language development of childhood</li> <li>5. પૂર્વબાલ્યાવસ્થાના વિકાસકાર્યો Development tasks of early childhood</li> <li>6. ઉત્તરબાલ્યાવસ્થાનો વિકાસ Late childhood development</li> <li>7. ઉત્તરબાલ્યાવસ્થાના વિકાસકાર્યો Development tasks of late childhood</li> <li>8. બાલ્યાવસ્થાના વિવિધ ખ્યાલો(સંકલ્પના) નોવિકાસ Development of various concepts of childhood <ul style="list-style-type: none"> <li>• સાપેક્ષકદનો ખ્યાલ</li> <li>• નાણાં અંગેનો ખ્યાલ</li> <li>• સમયનો ખ્યાલ</li> <li>• સ્વનો ખ્યાલ</li> <li>• સામાજિકખ્યાલોનો વિકાસ</li> <li>• સૌંદર્યના ખ્યાલનો વિકાસ</li> </ul> </li> </ol>	<p><b>25%</b> <b>15 Hours</b></p>

	• વિચારણાનો વિકાસ	
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**Pedagogical Tools:**

- |                     |                   |             |                    |
|---------------------|-------------------|-------------|--------------------|
| • Classroom Lecture | • Problem Solving | • Tutorial  | • Group Discussion |
| • Seminar           | • Case Studies    | • Role Play | • Field Work       |
| • Hospital Visit    |                   |             |                    |

**Mode of Evaluation: Evaluation will be divided in two parts.**

**External:** Annual Examination will be conducted by the Gujarat University of 50 Marks (4 Descriptive Questions and 1 MCQ)

**Internal:** Following Tools for Evaluating performance of the students can be used. Total weightage for the Internal Examination 50 Marks.

- Assignment • MCQ Test • Presentation • Attendance • Seminar • Symposium • Poster Presentation  
• Essay type Questions • Classroom quizzes and exams • Projects • Questionnaires • Interviews

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1. Hurlock, E. (1980). Developmental Psychology, Tata McGraw Hill Publishing.
2. Penney Upton (2014). Developmental Psychology, Pearson Publishing Company. Link:
3. Papalia, D. E., Olds, S.W., & Feldman, R.D. (2004). Human Development. 9th ed. New Delhi: McGraw
4. Hill. Santrock, J. W. (2007). Child Development. 11th ed. New Delhi: Tata McGraw Hill.
5. Travers, D. (1999). Human Development. Across the Life Span. 4th ed. London: McGraw Hill.
6. પ્રા.યોગેશ્વરદેસાઈ, 1975. (વિકાસાત્મકમનોવિજ્ઞાન,યુનિ.ગ્રંથનિર્માણબોર્ડ,અમદાવાદદ્વારાપ્રકાશીત .
7. ડૉ. શારદાપ્રસાદવર્મા, (૧૯૭૨). વિકાસમનોવિજ્ઞાન, મધ્યપ્રદેશહિંદીગ્રંથઅકાદમી, ભોપાલ
8. પ્રા.ડી.એમ.પેસ્તનજી, 1986 (તારુણ્યનુંમનોવિજ્ઞાન,યુનિ.ગ્રંથનિર્માણબોર્ડ,અમદાવાદદ્વારાપ્રકાશીત .
9. <https://www.youtube.com/watch?v=XrvotGHKUr4>
10. <https://www.youtube.com/watch?v=9H2LxJ9CuZ0>
11. <https://www.youtube.com/watch?v=5vPSlIz3jb8>

## BA (Hon.) Psychology Semester-I

<b>Programme/Class: Certificate</b>	<b>Year : First</b>	<b>Semester : First</b>
<b>Subject : Psychology</b>		
<b>Course Code : DSC-M PSY 113</b>	<b>Course Title : Introduction to Psychology - I</b>	
<b>Course Credit : 4</b>	<b>Course Type : MINOR-1</b>	
<b>Teaching Hours : 60 (Hours)</b>	<b>Total Marks : 100 (50+50)</b>	
<b>Teaching Methodology : Lecture &amp; Demonstration</b>		

1. Course Outcomes દરેક વિષયની શરૂઆતમાં દર્શાવેલ છે ?હા
2. Employability/Entrepreneurship/Skill Development પ રેકેન્ડ્રીત થયેલ છે કે નહિ ?હા
3. Value added Courses Imparting Transferable and Life Skillsના ગુણો ધરાવે છે ?હા
4. Major ☐ Minor ☒ Skill Enhancement Courses ☐  
Ability Enhancement Courses ☐ Value Added Courses ☐ Exit/ Vocational Courses ☐
5. Holistic Education ☒ Multidisciplinary ☐ Interdisciplinary ☐
6. દિવ્યાંગ માટે વિષય અંતર્ગત આનુસંગિક જોગવાઈ કરાયેલ છે ?ના
7. New India Literacy Programme (NILP) મુજબનો વિષય છે ?ના
8. Swayam પ્લેટફોર્મ પરના MOOC વિષય પર આધારિત આ વિષય છે ?ના
9. ઈન્ડિયન નોલેજ સીસ્ટમ) IKS (પરઆધારિત વિષય છે ? હા

### ● COURSE OBJECTIVES :

The objectives of this course are:

- To introduce students to the basic concepts of the field of psychology with an emphasis on applications of psychology in everyday life.
- To understand the fundamental processes underlying human behaviour such as processes underlying Motivation, Emotion, sensation, perception and Attention.
- To understand the dynamics of Motivation, Emotions, Perception and Attention.
- To apply the principles of psychology in day-to-day life for a better understanding of themselves and others.
- To apply the principles of psychology in day-to-day life for a better understanding of themselves and others.

### ● COURSE OUTCOMES :

This paper will provide students with an introduction to the key concepts and theories in psychology

1. Describe the evolution of psychology and gain basic knowledge about Psychology

2. Identify the various approaches, fields, and subfields of psychology along with their major concepts and important figures
3. Describe the value of psychology and possible careers paths for those who study psychology
4. Critically evaluate and identify determinants of motivation
5. Evaluate and understand the different human emotions
6. Describe the Attention and determinants of Attention
7. Differentiate between sensation and perception
8. Explain the process of Perception
9. Students will understand the fundamental mental processes which are base for behaviour.

#### Details of Modules

Modules	Content/ Topic	Weightage and Teaching Hours
<b>Unit: 1</b>	<p><b>INTRODUCTION TO PSYCHOLOGY AS A SCIENCE</b>  <b>મનોવિજ્ઞાન એક વિજ્ઞાન – પરિચય</b></p> <ol style="list-style-type: none"> <li>1. Definition of Psychology – મનોવિજ્ઞાનની વ્યાખ્યા <ul style="list-style-type: none"> <li>* Old definition of Psychology – મનોવિજ્ઞાનની જૂની વ્યાખ્યા</li> <li>* New and Working Definition of Psychology- મનોવિજ્ઞાનની નવી અને કાર્યાત્મક વ્યાખ્યા</li> </ul> </li> <li>2. Psychology as a Behavioral Science – મનોવિજ્ઞાન એક વિજ્ઞાન તરીકે</li> <li>3. Goals of Psychology – મનોવિજ્ઞાનના ધ્યેયો <ul style="list-style-type: none"> <li>* Description – વર્ણન</li> <li>* Understanding and Explanation – સમજ અને સ્પષ્ટીકરણ</li> <li>* Prediction – ભવિષ્યકથન</li> <li>* Control – નિયંત્રણ</li> <li>* Application – ઉપયોગ</li> </ul> </li> <li>4. The Subfields of Psychology – મનોવિજ્ઞાનની પેટાશાખાઓ</li> </ol>	<p><b>25%</b>  <b>15 Hours</b></p>

	<p>*Clinical Psychology- ચિકિત્સા મનોવિજ્ઞાન</p> <p>*Counseling Psychology – સલાહ મનોવિજ્ઞાન</p> <p>*School and Educational Psychology – શાળા અને શૈક્ષણિક મનોવિજ્ઞાન</p> <p>*Personality and Social Psychology – વ્યક્તિત્વ અને સમાજલક્ષી મનોવિજ્ઞાન</p> <p>*Developmental Psychology – વિકાસાત્મક મનોવિજ્ઞાન</p> <p>*Psychometric Psychology – મનોમાપનનું મનોવિજ્ઞાન</p> <p>*Industrial and Organizational Psychology – ઔદ્યોગિક અને સંગઠનનું મનોવિજ્ઞાન</p> <p>*Experimental Psychology – પ્રાયોગિક મનોવિજ્ઞાન</p> <p>*Physiological Psychology-શરીરલક્ષી મનોવિજ્ઞાન</p> <p>*Cognitive Psychology-બોધાત્મક મનોવિજ્ઞાન</p> <p>*Personality Psychology-વ્યક્તિત્વ મનોવિજ્ઞાન</p> <p>*Environmental Psychology- પર્યાવરણીય મનોવિજ્ઞાન</p> <p>*Sports Psychology-રમત મનોવિજ્ઞાન</p> <p>*Military Psychology-સૈન્ય મનોવિજ્ઞાન</p> <p>*Political Psychology-રાજનૈતિક મનોવિજ્ઞાન</p> <p>5. Applicability of Psychology મનોવિજ્ઞાનની પ્રયોજ્યતા કે ઉપયોગીતા</p> <p>6. Indigenous Indian Approaches of Psychology મનોવિજ્ઞાનના સ્વદેશી ભારતીય અભિગમો</p> <p>*Approach of Psychology in Shrimadbhagawat Geeta- શ્રીમદ્ભગવત ગીતામાં મનોવિજ્ઞાનના અભિગમ</p> <p>* Approach of Psychology in Sankhya Darshan સાંખ્ય દર્શનમાં મનોવિજ્ઞાનના અભિગમ</p> <p>*Approach of Psychology in Buddhism બૌદ્ધવાદમાં મનોવિજ્ઞાનના અભિગમ</p> <p>7. The Methods of Psychology – મનોવિજ્ઞાનની પદ્ધતિઓ</p> <p>* Natural and Systematic Observation – કુદરતી અને વ્યવસ્થિત નિરીક્ષણ</p>	
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	<ul style="list-style-type: none"> <li>* Clinical Methods – ચિકિત્સા પદ્ધતિઓ</li> <li>* Survey Method – સર્વે (સર્વેક્ષણ) પદ્ધતિ</li> <li>* Experimental Method – પ્રાયોગિક પદ્ધતિ</li> <li>* Interview Method-મુલાકાત પદ્ધતિ</li> <li>* Questionnaire Method-પ્રશ્નાવલી પદ્ધતિ</li> </ul>	
<b>Unit: 2</b>	<p style="text-align: center;"><b>INTRODUCTION TO MOTIVATION</b> પ્રેરણાનો પરિચય</p> <ol style="list-style-type: none"> <li>1. Definition and Nature of Motivation (Motivational Cycles) – પ્રેરણાની વ્યાખ્યા અને સ્વરૂપ (પ્રેરણા ચક્ર)</li> <li>2. Measurement of Motivation – પ્રેરણાનું માપન</li> <li>3. Primary Motives – પ્રાથમિક પ્રેરણાઓ               <ol style="list-style-type: none"> <li>(i) Hunger and Thirst – ભૂખ અને તરસ</li> <li>(ii) Sex and Maternal Drive – જાતીય અને માતૃત્વની પ્રેરણા</li> </ol> </li> <li>4. Social Motives – સામાજિક પ્રેરણાઓ               <ol style="list-style-type: none"> <li>(i) Affection and Affiliation – સ્નેહ અને સંપર્કની પ્રેરણા</li> <li>(ii) Social approval and Esteem – સામાજિક સ્વીકાર અને આત્મગૌરવની પ્રેરણા</li> <li>(iii) Achievement Motivation – સિધ્ધિની પ્રેરણા</li> </ol> </li> </ol>	<p style="text-align: center;"><b>25%</b> <b>15 Hours</b></p>
<b>Unit: 3</b>	<p style="text-align: center;"><b>INTRODUCTION TO EMOTION</b> આવેગનો પરિચય</p> <ol style="list-style-type: none"> <li>1. Definition and Nature of Emotion – આવેગની વ્યાખ્યા અને સ્વરૂપ</li> <li>2. Psychological changes during Emotion – આવેગ દરમિયાનના શારીરિક ફેરફારો</li> <li>3. Measurement of Automatic changes – સ્વયં સંચાલિત ફેરફારોનું માપન</li> <li>4. Expression of Emotion – આવેગની અભિવ્યક્તિ</li> <li>5. Dimensions of Emotion-આવેગના પરિમાણો</li> </ol>	<p style="text-align: center;"><b>25%</b> <b>15 Hours</b></p>

	6. Emotional Development-આવેગાત્મક વિકાસ 7. Control of Emotion-આવેગનું નિયંત્રણ	
<b>Unit: 4</b>	<p style="text-align: center;"><b>INTRODUCTION TO ATTENTION AND PERCEPTION</b> ધ્યાન અને પ્રત્યક્ષીકરણનો પરિચય</p> <p>1. Definition and Nature of Attention – ધ્યાનની વ્યાખ્યા અને સ્વરૂપ</p> <p>2. Determinants of Attention – ધ્યાનના નિર્ધારકો * External or Objective Determinants of Attention – ધ્યાનના બાહ્ય અથવા વસ્તુલક્ષી નિર્ધારકો * Internal or Subjective Determinants of Attention – ધ્યાનના આંતરિક અથવા વ્યક્તિલક્ષી નિર્ધારકો</p> <p>3. Meaning or Definition of Perception – પ્રત્યક્ષીકરણનો અર્થ કે વ્યાખ્યા</p> <p>4. Object Perception – પદાર્થનું પ્રત્યક્ષીકરણ * Figure and Ground – આકૃતિ અને પશ્ચાદ ભૂમિકા * Grouping (Law of Perceptual Organisation) – પ્રત્યક્ષીકરણનાં સંગઠનના નિયમો * Closure – પૂર્તિ</p>	<b>25% 15 Hours</b>

**Pedagogical Tools:**

- Classroom Lecture
- Problem Solving
- Tutorial
- Group Discussion
- Seminar
- Case Studies
- Role Play
- Field Work
- Hospital Visit

**Mode of Evaluation: Evaluation will be divided in two parts.**

**External:** Annual Examination will be conducted by the Gujarat University of 50 Marks (4 Descriptive Questions and 1 MCQ)

**Internal:** Following Tools for Evaluating performance of the students can be used. Total weightage for the Internal Examination 50 Marks.

- Assignment • MCQ Test • Presentation • Attendance • Seminar • Symposium • Poster
- Presentation • Essay type Questions • Classroom quizzes and exams • Projects • Questionnaires
- Interviews

**TEXT BOOKS & REFERENCES**

1. Baron, R. & Misra. G. (2013). Psychology. Pearson.
2. Chadha, N.K. & Seth, S. (2014). The Psychological Realm: An Introduction. Pinnacle

Learning, New Delhi.

3. **Ciccarelli, S. K., & Meyer, G. E.** (2010). Psychology: South Asian Edition. New Delhi: Pearson Education.
4. **Passer, M.W. & Smith, R.E.** (2010). Psychology: The science of mind and behaviour. New Delhi: Tata McGraw-Hill.
5. Morgan, C. T., King, R. A., Weiss, J. R. and Schopler, J. (2012). (Latest Edition). Introduction to Psychology. Tata McGraw Hill Education Pvt. New Delhi.

**E Resources:**

<b>Books</b>	<a href="http://gg.gg/Introduction-to-Psychology_Book_1">http://gg.gg/Introduction-to-Psychology_Book_1</a> <a href="http://gg.gg/Introduction-to-Psychology_Book_2">http://gg.gg/Introduction-to-Psychology_Book_2</a> <a href="http://gg.gg/Introduction-to-Psychology_Book_3">http://gg.gg/Introduction-to-Psychology_Book_3</a> <a href="http://www.apa.org">http://www.apa.org</a>
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